

**THINK COLLEGE GUIDING PRINCIPLES  
FOR INCLUSIVE HIGHER EDUCATION PROGRAMS**

DRAFT 1/28/22

**Principle 1: Alignment**

**The program aligns with the systems and services of the institution of higher education (IHE).**

**Quality Indicator 1.1: Students have equal access to IHE facilities, services, and systems.**

Practice 1.1A: Students in the program have access to all campus facilities and services available to degree-seeking students.

Examples of Practice:

1. Students receive student identification cards issued by the IHE with the same privileges as degree-seeking students.
2. Students have the same access to campus facilities as degree-seeking students.
3. Campus facilities and related services staff receive ongoing training and information to support students with intellectual disability (ID).
4. Students use campus facilities on a regular basis.
5. Students are supported to use campus facilities and participate in campus events, including evening and weekend events.
6. Students regularly use the following campus facilities/services:
  - a. health and counseling centers
  - b. tutoring centers
  - c. athletic / wellness center
  - d. information technology services
  - e. career services
  - f. dining services
  - g. library
  - h. campus transportation
  - i. campus housing
  - j. Student Disability Office (accessibility services)

Evidence of Practice

1. List of campus facilities available to students
2. Frequency of student campus facility use, including days and times of use
3. List of services available to and accessed by students
4. Identification card application process
5. Description of training and information received by campus facilities and related services staff
6. Examples of supports students received to access campus facilities, services, and events

Practice 1.1B: Admission, orientation, registration, and graduation procedures align with those for degree-seeking students.

Examples of Practice:

1. Admission deadlines are consistent with deadlines for degree-seeking students.
2. IHE uses program-specific admission forms in addition to the IHE's typical/basic admission form, rather than instead of it.
3. Students and parents attend general orientation events held by the IHE.
4. The program conducts any program-specific orientation activities in collaboration with general orientation activities.
5. Students register for courses using the same process as degree-seeking students.
6. Students receive transcripts issued by the IHE.
7. Students participate in graduation/commencement ceremonies alongside degree-seeking students.
8. Any program-specific celebrations are supplemental to the IHE commencement activities and not in place of them.

Evidence of Practice

1. Outline of general processes for visits, admissions, registration, and orientation including any additional program-specific supports or processes
2. General orientation agenda with a list of any program-specific orientation sessions
3. Program staff participation in general orientation planning
4. Graduation processes and policies showing inclusion of students in graduation
5. Percentage of students who participate in typical graduation

Practice 1.1C: The IHE supports collaboration between academic advising and program staff to provide high quality academic advising to students.

Examples of Practice:

1. Professional development is provided to faculty and academic advisors on the program of study students are pursuing.
2. Program provides academic advising in partnership with IHE academic advisors.

Evidence of Practice

1. IHE advising requirements and policies
2. List of how/from whom each student received academic advising
3. Percentage of faculty and advisors who have received professional development on the program of study
4. Professional development provided to faculty/academic advisors

Practice 1.1D: Students receive information and support related to the IHE's code of conduct.

Examples of Practice:

1. IHE or program reviews code of conduct with each student, relative to the academic rights and responsibilities and expected student conduct on campus and during campus events.
2. Students receive an accessible, plain language (i.e., written at an accessible reading level, uses graphics, explains abstract concepts) version of the code of conduct.
3. Parents are apprised of the IHE's student code of conduct and the expectations of their students.
4. A process is established to provide students with support in complaint procedures.

5. Students receive support throughout any complaint procedure or code of conduct violation investigation from any of the following: Accessibility Services, Code of Conduct Office, or the program.
6. Students can request support from/involvement of their parents or others in complaint procedures.
7. Program staff have developed rapport with IHE conduct office/personnel to share information about the program and student support needs.
8. Program staff and IHE conduct office/personnel collaboratively identify student code of conduct process expectations for students in the program.

Evidence of Practice

1. Accessible, plain-language version of code of conduct
2. Process by which the code of conduct is shared with and explained to students and parents
3. Process by which the program supports students in complaint procedures (both as a complainant and as a potential code violator)
4. Examples of cognitive supports provided in recent violations/complaints to the student involved
5. Number of times students are involved in code violations and resolution of those cases
6. Equitable application of the code of conduct for students with disabilities, after consideration of reasonable accommodations

**Quality Indicator 1.2: Program has recruitment and enrollment practices addressing equity and affordability.**

**Practice 1.2A: Student recruitment and enrollment policies are effective and equitable.**

Examples of Practice:

1. Program actively works with IHE to coordinate with existing equity efforts (e.g., Trio/Gear up).
2. Program recruitment materials feature students of color and are available in multiple languages.
3. Program holds or participates in recruitment events to introduce potential students to the IHE.
4. Program hosts workshops and orientations for middle and high school students from diverse backgrounds.
5. Program offers summer programs to inform high school students about the program.
6. Program includes guidance counselors and transition coordinators from high schools in the area, especially those from racially and ethnically diverse high schools, in a campus orientation.
7. Program creates strategic partnerships with racially and ethnically diverse community groups to support recruitment.
8. Program monitors the ethnic, racial, and economic diversity of its applicants and enrolled students, and actively works to increase diversity whenever possible.
9. Recruitment information is provided through multiple platforms such as social media, youth organizations, and other community organizations

Evidence of Practice

1. Application and admissions information in brochures/website feature students of color and students from traditionally marginalized populations
2. Availability of translated copies of recruitment materials
3. Data on enrollment by race/ethnicity/ESL
4. List of external partnerships and schedule of activities
5. Date of data reviews and written action plans to address equity gaps
6. Plan to assure equitable recruitment practices

## Practice 1.2B: Program addresses affordability and access for program students from low-income backgrounds

### Examples of Practice:

1. Program conducts outreach to students from low-income backgrounds.
2. Program addresses financial aid information needs of students with a range of economic needs.
3. Program monitors student enrollment data related to socio-economic status.
4. Program is transparent about costs (tuitions/fees/housing/other).
5. Program seeks alternate funding sources (scholarships/grants/philanthropy).
6. Program seeks to include students from low-income backgrounds in IHE's development efforts that prioritize resources for need and merit-based financial aid.
7. Program proactively addresses non-academic financial needs of students (housing/transportation/food/clothing for work/healthcare including mental healthcare).
8. Program ensures access to national and state work study funds.

### Evidence of Practice

1. List of events/outreach efforts and associated materials targeting students from low-income backgrounds
2. Financial aid information on program website/brochures
3. Documentation of financial supports for non-tuition costs
4. Plain language materials about financial aid and college/university costs
5. Data on students engaged in work study positions
6. Annual enrollment data disaggregated by family income (if family income information is available)

## **Quality Indicator 1.3: Information about the program is represented in campus communications.**

### Practice 1.3A: The program has a presence in the IHE's web-based communications.

#### Examples of Practice:

1. IHE lists program information as part of their academic program offerings on the IHE website.
2. Program news is included in campus-wide announcements and newsletters in a manner like other events or programs at the institution.
3. Student involvement on campus is highlighted in the IHE's external communications.

#### Evidence of Practice

1. Institution webpages (admissions, visits, student experience) that include program information.
2. Examples of news and announcements from the IHE featuring the program.
3. External or public news stories highlighting the program.

### Practice 1.3B: Students with disability, including intellectual disabilities, are represented in the IHE's diversity plan.

#### Examples of Practice:

1. The IHE's diversity plan includes students with disabilities.
2. Program staff serve on the diversity committee, if applicable.
3. Program staff orient campus groups to the concept of disability as an element of diversity.

#### Evidence of Practice

1. IHE's diversity plan
2. Meeting minutes/summary from discussions with IHE stakeholders to facilitate recognition of students with intellectual disability within IHE diversity plan
3. Examples of materials expressing the value of and commitment to high expectations and respect for all learners

**Quality Indicator 1.4: Students can earn one or more credentials from the IHE.**

**Practice 1.4A: Program offers credential(s) that are relevant and meaningful to employers.**

Examples of Practice:

1. Program uses employment and industry data to identify and develop relevant, meaningful credentials.
2. Program uses employer needs and expectations to inform the scope of curricula associated with the established credentials.
3. Industry-specific credentials that are approved through a state agency, commission, licensure board, or industry-recognized approval process are available in addition to or in place of an IHE approved program specific credential.

Evidence of Practice

1. Number and description of credential(s)
2. Number and description of industry certifications, if available
3. Process used to gather and consider employment and industry data in credential development
4. Data on desired credentials for incoming employees from area employers

**Practice 1.4B: The IHE has approved the credentials students can earn.**

Examples of Practice:

1. Credentials have been through a formal approval process at the IHE.
2. IHE awards credentials.
3. Credential can be earned by students not in the program.

Evidence of Practice

1. Credential listed in the IHE academic catalog
2. Copy of the document given to students upon completion
3. Description of approval process and/or documentation of appropriate administrative approval

**Practice 1.4C: The credential(s) have a defined program of study and measurable student learning outcomes/ competencies.**

Examples of Practice:

1. Students receive credential requirements in accessible plain language.
2. The program of study defines expected student learning outcomes for each requirement (courses, internships, community engagement, campus life)
3. The program of study includes work experience, employment, volunteer, and campus engagement requirements.

Evidence of Practice

1. Name of credentials/certificates

2. For each credential, provide the program of study, detailing all courses and activities expected to meet credential requirements

#### Practice 1.4D: Program tracks and publicly reports credential completion data.

Examples of Practice:

1. The program tracks data on program completion.
2. The program makes completion data publicly available.

Evidence of Practice

1. Data on student program completion
2. Documentation of publicly available data
3. Number and percentage of students enrolled in each credential
4. Number and percentage of students employed 1-2 years post-exit in their credentialed field, if applicable

## Principle 2: Collaboration

**The program establishes and maintains effective coordination and internal and external collaboration.**

**Quality Indicator 2.1: The program has a staffing structure sufficient to operate the program.**

**Practice 2.1A: A director or coordinator employed by the IHE oversees program operations.**

Examples of Practice:

1. The program director or coordinator:
  - a. directs or oversees hiring process of staff for paid and unpaid support positions
  - b. ensures consistent communication channels among all program staff
  - c. provides or oversees training and supervision for all program staff
  - d. manages or oversees staff and peer support schedules
  - e. oversees the student-directed planning process (i.e., person centered planning)
  - f. maintains relationships with internal and external campus and community stakeholders
  - g. provides or oversees outreach to families.
  - h. manages or oversees all administrative aspects of the program, from application to course enrollments, student aid, graduation, and program sustainability.
  - i. maintains financial oversight, including program budget and operational expenses
  - j. oversees data collection and program evaluation
  - k. develops and ensures implementation of a program policy and procedure manual

Evidence of Practice

1. Organizational chart reflecting program staffing structure
2. Job description for program director/coordinator
3. Training topics and schedule
4. Samples of student directed planning process

5. Budget review documentation
6. Data collection and review schedule
7. Written program policies and procedures

Practice 2.1B The IHE employs program staff responsible for facilitating opportunities for student success through support of inclusive academics, employment, campus housing, and campus activities.

Examples of Practice:

1. In collaboration with IHE departments/offices, designated staff are responsible for facilitating opportunities for student success alongside and with students' peers without disabilities in:
  - a. academics (college or university classes)
  - b. career development and employment activities
  - c. campus housing (if applicable)
  - d. campus membership and social inclusion
2. Designated staff are responsible for facilitating access to federal student aid program for eligible students.
3. Staff designated support student success in inclusive academic, employment, and social engagements have the requisite skills and background.
4. Designated staff create linkages to available ongoing community supports via state or local agencies (state Vocational Rehabilitation or Developmental Disabilities agencies)

Evidence of Practice

1. Program organizational chart
2. Job descriptions for all key staff with details of job responsibilities
3. Resumes of staff responsible for student success in inclusive academic, employment, social, and campus membership
4. Sample schedules of staff/student contact and support in inclusive academic, employment, social, and campus membership

Practice 2.1C: Program staff are supervised and receive ongoing professional development.

Examples of Practice:

1. The reporting structure for all staff is clear.
2. Program maintains supervisory records and goals.
3. Designated staff member is responsible for professional development and supervision of program staff.
4. A professional development schedule detailing staff goals and timelines exists.
5. Program creates and archives professional development for repeated use.
6. Program observes support staff for fidelity of implementation.
7. Students have opportunities to evaluate support professionals.
8. Program support staff self-evaluate their performance and participate in performance evaluation processes established by the IHE.
9. IHE clearly outlines evaluation process for program staff.

Evidence of Practice

1. Professional development schedules, outlines, goals, and timelines
2. Professional development materials
3. Records of professional development (sign-in sheets or completion documentation)
4. Supervisory records
5. List of program staff certifications, degrees, and trainings

**Practice 2.1D: Student employees and volunteers are supervised and receive ongoing training and support.**

Examples of Practice:

1. The reporting structure for all student volunteers and employees is clear.
2. Training requirements are aligned with IHE policies and provided to all.
3. A staff member is responsible for training and supervision of student volunteers/staff.
4. Program has a student/volunteer training that details program philosophy and expected execution of responsibilities within that philosophy.
5. Program creates and archives trainings for repeated use.
6. Student volunteers/employees are observed for fidelity of implementation to expectations.
7. Student volunteers/employees are trained on issues regarding student privacy (e.g., student grades, student personal information, social media policies related to filming or posting images of students).

Evidence of Practice

1. Student employee/volunteer job descriptions
2. Training outlines with goals and timelines
3. Training topics and materials
4. Supervisory records

**Quality Indicator 2.2: The program establishes and maintains collaborative relationships with key IHE partners.**

**Practice 2.2A: There is regular communication with campus administrators and staff.**

Examples of Practice:

1. Program staff provide information to the following campus groups to assure they are aware of the program, including:
  - a. president/chancellor or provost/vice-president for academic affairs
  - b. Faculty Senate
  - c. staff senate/council
  - d. Student Government
  - e. student groups and organizations
  - f. director /staff of admissions
  - g. director /staff of residential programs (if applicable)
  - h. director /staff of disability support services
  - i. director /staff of financial aid
  - j. director /staff of student affairs



- k. department heads, chairs, and directors
  - l. office overseeing Title IX
  - m. Dean of the College/School/Department of Education or other affiliated college or division
  - n. registrar
  - o. campus police/security office
  - p. other administrators and staff as deemed necessary by the program
  - q. University Foundation/Endowment Office (fund-raising)
  - r. Human Resources
  - s. Continuing Education
2. Program establishes an IHE steering committee or advisory group to facilitate communication and engagement with campus groups.
  3. Program staff have ongoing engagement, regular meetings, and communication (email/phone/text) with core campus administrators and staff as needed to ensure smooth operation of the program.
  4. Program staff meet with academic department chairs/directors to ensure students have access to a full range of courses, facilities, services, and activities.

Evidence of Practice

1. Meeting schedules, agendas, and notes
2. Email or other correspondence

Practice 2.2B: Program staff collaborate with and participate in faculty/staff governance or committees.

Examples of Practice:

1. Program staff serve on or regularly attend campus committees.
2. Program staff monitor important governance committees for opportunities to provide information on the program.
3. Program staff present program information to and receive feedback from pertinent committees.
4. Program staff are voting members of staff/faculty government (such as staff senate/council).

Evidence of Practice

1. List of committee service for each staff/faculty member
2. Meeting notes/minutes including attendees from relevant committees
3. List of presentations made to institutional groups

**Quality Indicator 2.3: Program establishes and maintains collaborative relationships with key external partners.**

Practice 2.3 A: Program has regular meetings and communication with external partners, including consortia and alliance members.

Examples of Practice:

1. Representatives of external partner organizations (e.g., employers, chambers of commerce, community associations, state UCEDD, state disability rights organizations, funders, vocational rehabilitation, developmental disabilities agencies, state/regional consortia/alliances, adult service providers, local school districts) are invited to participate in relevant program meetings.
2. Program maintains partner agency list, including recommendations for scheduling of interagency team meeting (e.g., every month, once a year).
3. Program holds regularly occurring interagency team meetings.
4. Designated staff member is responsible for scheduling interagency team meetings.
5. Program collaborates with statewide or regional inclusive postsecondary education coordination efforts, such as a statewide alliance of postsecondary education programs for students with ID.
6. Program seeks feedback about services from external partners and uses this feedback to extend or improve future services.
7. Program explores potential for partners to offer or extend services or funding.

#### Evidence of Practice

1. List of interagency meetings held and who attended
2. List of essential partner agencies, with schedule of contacts
3. List of statewide or regional coordination meetings attended by program staff
4. Input from external partners (surveys, summaries)
5. Changes or updates to services
6. Summary of activities conducted with external partners and statewide/regional alliances.

Practice 2.3B: Regular outreach about program operations occurs with families/supporters of current and prospective students.

#### Examples of Practice:

1. Designated team member is responsible for outreach to family/supporters.
2. Families/supporters are informed of the communication processes on student-specific issues (*see 5.3A re: student choice and autonomy*).
3. Process is in place to ensure meaningful involvement of families/supporters.
4. Program creates culturally competent communication practices and tools.
5. Program plans and implements regular outreach activities in conjunction or alignment with IHE practices, materials, and activities for families/supporters.
6. Program writes family engagement policies and makes them available to families/supporters.
7. Program establishes communication methods (e.g., newsletters, emails, social media).
8. Families/supporters know who to contact at the program when they have questions or concerns.
9. The IHE includes families from the program in communication to all families.

#### Evidence of Practice

1. Communication plan/timeline/action plan/protocol, with corresponding personnel responsible
2. Records of outreach communication
3. Newsletters/mailings/emails
4. Information provided on program website

5. Meeting agendas and sign-in sheets with families from workshops or retreats
6. Video resources and tutorial links for families

### **Principle 3: Sustainability**

#### **The program is fiscally and programmatically sustainable.**

##### **Quality Indicator 3.1: The program has a plan for fiscal sustainability.**

Practice 3.1A: The program has the financial resources needed to meet obligations to students, staff, and other contractual parties.

Examples of Practice:

1. The program has a budget balanced for the current and following year in terms of expenses and sources of income.
2. The program has a budget based on the projected numbers of students.
3. The program budget is represented in the IHE's budget documentation.
4. The program has a sustainability plan that is reviewed at least annually.
5. If the program is funded by grant or foundation funds, there is a plan for when the grant funding ends.

Evidence of Practice

1. Budget and income statements indicating source(s) of funds
2. Sustainability/business plan

Practice 3.1B: The program has diversified funding streams supporting its core operations.

Examples of Practice:

1. The program uses a combination of funding sources to support core operations, such as:
  - a. student tuition and/or fees
  - b. state or federal funding
  - c. fiscal support from the university
  - d. private endowment/foundation funding
  - e. campus fundraising activities
  - f. grant funding

Evidence of Practice

1. Income/revenue from each funding source

Practice 3.1C: Eligible students in the program have access to available types of federal student aid.

Examples of Practice:

1. The program has applied for comprehensive transition and postsecondary (CTP) program status.
2. The program has achieved approved CTP program status.
3. Program staff verify students who receive financial aid meet the definition of a student with an intellectual disability in the Higher Education Opportunity Act (HEOA).
4. The program provides information and support to students to learn about federal financial aid options.
5. The program or IHE offers support to students and families to complete the Free Application for Federal Student Aid (FAFSA).

6. The institution awards federal student aid funds to eligible students.
7. Eligible students have access to work study jobs.

#### Evidence of Practice

1. Number and percentage of students who fill out FAFSA application
2. Number and percentage of students receiving each form of federal student aid
3. School records indicating the student was found eligible for Individuals with Disabilities Education Act (IDEA) services and school, or agency/medical records indicating the student has an intellectual disability

#### Practice 3.1D: Students have access to diverse sources of funding to cover program costs.

##### Examples of Practice:

1. Program provides information to students and families about the sources of funds for tuition and other program costs.
2. IHE has established a scholarship program.
3. The program has worked with vocational rehabilitation (VR) to identify students who may be or are eligible for VR and use financial support to attend the program.
4. The program has worked with Medicaid, and/or adult developmental disability funding in their state to identify and/or create funding streams to support students in the program.
5. The program partners with the local education agency (LEA) for students concurrently enrolled in the LEA and a postsecondary program to engage the LEA's financial support of student attendance.
6. Information and resources are readily available to students about paying for college/university, such as:
  - a. federal student aid
  - b. state financial aid
  - c. scholarships
  - d. Medicaid
  - e. vocational rehabilitation
  - f. tribal financial assistance
  - g. Local Education Agency (LEA) funding
  - h. national service grants
  - i. developmental disability agency
  - j. private foundations and scholarships
  - k. student government association
  - l. ABLÉ accounts
  - m. tuition waivers or other types of institution/state support
7. Program costs are delineated in a way that facilitates students' use of diverse funding sources.

#### Evidence of Practice

1. Sample email or communication providing information and resources for financial support to attend college/university
2. Number and percentage of students receiving financial aid or support to pay for the program, such as federal student aid, national service grants, work study, Medicaid waiver funds, vocational rehabilitation, and others
3. Financial agreements with funding entities such as VR, Medicaid, and the LEA
4. List of available scholarships

### **Quality Indicator 3.2: The program maintains relationships supporting programmatic sustainability.**

#### **Practice 3.2A The program is a part of a department or unit of the IHE.**

##### Examples of Practice:

1. The program is part of the IHE's reporting structure.
2. The program has regular communication with administrators/leaders of the department or unit.
3. The program has access to the resources of the department or unit.

##### Evidence of Practice

1. Organizational chart or other description of the IHE's administrative structure that indicates the department or unit in which the program resides
2. Meeting notes, agendas, or other documentation of communication with administrators/leaders of the department or unit

#### **Practice 3.2B: The program cultivates strong relationships with key departments/offices on campus.**

##### Examples of Practice:

1. Ongoing communication with campus departments/offices occurs via phone, face to face meetings, newsletters, email, and more.
2. Program engages with key members of IHE administration and offices to support ongoing sustainability (*see list in Practice 2.2A*).
3. Program engages in ongoing efforts to formally recognize support and request input from key IHE allies.

##### Evidence of Practice

1. Number, date(s), topic(s), and format of communication
2. Meeting and/or communication timeline (annual)
3. List of individuals or offices recognized and/or list of recognition events or activities

#### **Practice 3.2C The program cultivates strong relationships with external entities.**

##### Examples of Practice:

1. Program has ongoing communication with external entities via phone, face to face meetings, newsletters, email, and more.
2. Program engages with external entities to support ongoing sustainability (*see list in Practice 2.3A*).
3. Program engages in ongoing efforts to formally recognize support and request input from external entities.

##### Evidence of Practice

1. Number, date(s), topic(s), and format of communication
2. Meeting and/or communication timeline (annual)
3. List of external entities recognized and/or list of recognition events or activities

#### **Practice 3.2D: An advisory group informs program operations and actively supports sustainability.**

##### Examples of Practice:

1. The advisory group includes internal IHE representatives, including administrators (deans, provosts, department chair), disability services, faculty, and endowment/foundation.

2. The advisory group includes those who understand IHE policies and procedures and how they apply specifically to the program structure, procedures, policies, and students.
3. The advisory group includes external representatives from disability-specific agencies, relevant community agencies, local business leaders, workforce development providers, families, and graduates.
4. Advisory group members are actively recruited to ensure all relevant stakeholders are represented.
5. The program has ongoing communication with the advisory group.
6. Advisory group holds meetings regularly.
7. Meeting notes and resources are readily available to all members.
8. The advisory group supports collaboration between the IHE, the program, and outside entities.
9. The advisory group addresses program policy, practice, and student outcomes.
10. The advisory group actively engages to support the sustainability of the program.

#### Evidence of Practice

1. Number and percentage of advisory team or committee members by category (IHE, agency, business, family, student)
2. Advisory group member recruitment plan
3. Advisory group meeting summaries
4. Number, date(s), topic(s), and format of communication
5. Meeting and/or communication timeline (annual)

#### Practice 3.2E: The program participates in a state, regional, or national network of higher education programs for students with ID.

##### Examples of Practice:

1. Program communicates regularly with other programs in the state, region, or nation.
2. Program participates in events or meetings with other programs in the state, region, or nation.
3. Program collaborates with other programs in the state to advocate for program and/or student funding at the state level.

#### Evidence of Practice

1. List of statewide or regional meetings or events attended
2. List of meetings or communication with representatives from VR, state developmental disabilities agency, or other sources of funding

#### Practice 3.2F: The program engages in educational efforts with local, state, and/or federal leaders.

##### Examples of Practice:

1. Program disseminates educational materials to local, state, or federal leaders.
2. Program supports students to educate local, state, or federal leaders about inclusive postsecondary education.
3. Program holds regular events to educate local, state, or federal leaders on inclusive postsecondary education practices and outcomes.
4. The program collaborates with other efforts at the college/university to engage in outreach to local, state, or federal leaders.

#### Evidence of Practice

1. List of meetings or communication with local, state, or federal leaders
2. Materials developed for local, state, or federal leaders

3. Local, state, or federal leaders' offices visited with and without students and family members to share their stories
4. Video resources used to support public awareness and funding initiatives
5. Documentation of student participation in visits or communication with local, state, or federal leaders

## **Principle 4: Evaluation (or Continuous Quality Improvement)**

**The program engages in regular, sustained evaluation of its practices and outcomes.**

**Quality Indicator 4.1: The program conducts program evaluation and disseminates findings.**

**Practice 4.1A: Program collects evaluation data from key stakeholders on a regular basis.**

Examples of Practice:

1. Programs collect data from key stakeholders on at least an annual basis
2. Students with intellectual disability (ID) (current and graduated) are included as evaluators.
3. The program collects evaluation data from:
  - a. IHE records including students' satisfactory academic progress (SAP) status, code of conduct incidences, student completion
  - b. students with ID enrolled in the program
  - c. students with ID who exited program prior to completion
  - d. recent program graduates
  - e. faculty /instructional staff
  - f. disability services staff
  - g. related administrative offices (e.g., Financial Aid, Registrar)
  - h. peer mentors/education coaches
  - i. residence life staff
  - j. career services/employment staff
  - k. families/guardians
  - l. employers

Evidence of Practice

1. Data collection schedule
2. Sample questionnaires/tools
3. Sample data collection protocols
4. Report of evaluation findings

**Practice 4.1B: Program uses data to identify and implement needed program changes.**

Examples of Practice:

1. Program compiles program and student evaluation data for easy review.
2. Relevant staff review program and student evaluation data.
3. Stakeholders and advisory group members review program and student evaluation data.
4. The program implements changes based upon data.
5. The program uses ongoing evaluation to guide strategic planning.

Evidence of Practice

1. Tables/charts/graphs of program data
2. Data review process/timeline/action plan

3. Indicators of data being used to improve/modify program operations
4. Examples of program changes implemented
5. Program characteristics or policies revised based on evaluation results

**Practice 4.1C: The program disseminates data and evaluation findings to key stakeholders.**

Examples of Practice:

1. Program shares evaluation findings with:
  - a. IHE administration and leadership
  - b. adult agency/service providers
  - c. employers
  - d. students and families (prospective, current, and former)
  - e. funders
  - f. faculty (who have had students in their courses)
  - g. advisory committee
  - h. local, state, and/or federal leaders

Evidence of Practice

1. Plan for data sharing (includes who, what, when, and how)
2. How and to whom evaluation results are disseminated
3. Examples of print material, website, social media posts, program application, and brochures where data and evaluation findings are shared
4. Evaluation available in plain language accessible formats

**Quality Indicator 4.2: Program collects data on student activities and outcomes.**

**Practice 4.2A: The program regularly collects and reviews data on current students.**

Examples of Practice:

1. The program collects data on students in the program, including:
  - a. application numbers and acceptance rates
  - b. demographics
  - c. course completion and satisfactory academic progress (*see Practice 6.2E*)
  - d. employment (*see Practice 7.2E*)
  - e. participation in campus activities, organizations, and programs (*see Practice 8.1A*)
  - f. retention (e.g., first-year retention rate, second-year retention rate)
  
2. The program collects data on students at the point of exit from the program, including:
  - a. credential attainment/completion
  - a. student activities at exit
  - b. students who did not complete program (e.g., why did they not complete program)
  - c. student satisfaction with program

Evidence of Practice

1. Data for each of the Examples of Practice above
2. Evidence of regular review of data collected



Practice 4.2B: The program regularly collects and reviews annual follow-up data on graduates.

Examples of Practice:

1. Program has a follow-up survey collecting graduates' employment, further education, living situation, and life satisfaction.
2. Program surveys graduates at least once per year after program completion.
3. Program maintains graduate contacts through a database and frequent outreach to ensure up-to-date contact information.
4. Students are introduced to the follow-up survey prior to exit and are informed of the critical nature of responding to follow-up surveys.
5. Program shares aggregated student outcome data publicly (e.g., on website, in printed materials).
6. Program follows graduates for as long as possible, at least three years.

Evidence of Practice

1. Graduate follow-up survey tool
2. Data collection schedule
3. Follow-up data collection procedure
4. Summary of graduate outcome data
5. Website or printed materials with data on graduate outcomes

## **Principle 5: Self-Determination**

**The program supports the development of student self-determination.**

**Quality Indicator 5.1: Program uses student-directed process (e.g., person-centered planning) to develop and monitor student goals.**

Practice 5.1A: Students engage in student-directed planning activities.

Examples of Practice:

1. Program develops a self-directed plan with and for every student.
2. The student plan is developed at the beginning of their educational experience and is updated throughout their postsecondary education.
3. Students control who participates in their planning activities.
4. Students' interests, preferences, and desires are evident in:
  - a. course selection
  - b. career development experiences
  - c. campus activities
  - d. social connections
  - e. housing
5. Student planning involves family input when desired by the student.

Evidence of Practice

1. Self-directed process used (e.g., STAR, PATH, Charting the Life Course)
2. Documentation from student-directed process
3. Written student goals

4. Student schedule
5. List of courses student enrolled in
6. List of students' career development experiences
7. List of specific campus events chosen by the student
8. Documentation of student's living arrangements
9. Documentation of student permission for family involvement for identified areas
10. Goal progression or attainment documentation

Practice 5.1B: Program reviews student plans each academic term/semester and modifies them as needed to reflect accomplishments and changes in student goals, interests, and preferences.

Examples of Practice:

1. Program reviews student planning documents at least once during each academic term.
2. Program discusses student goals with the student each academic term.
3. Students are supported to monitor their own progress toward personal goals.
4. Programs modify student planning documents to reflect changes in student goals and interests.
5. Students share goals with relevant staff (advising, employment, transition team if applicable) to ensure planning reflects students' interests.

Evidence of Practice

1. Schedule for review of planning documents with students
2. Schedule for review of planning documents with staff
3. Notes on changes to updated goals (e.g., job changes, course changes, revised activities)
4. Examples of how students monitor the progress of their personal goals
5. Sample of student plans

**Quality Indicator 5.2: Program provides opportunities to practice and improve self-determination skills.**

Practice 5.2A: Students are supported to develop and use self-determination skills in academic settings.

Examples of Practice:

1. Program provides students with tools (apps, calendars, scheduling software) to manage their academic schedules.
2. Program supports students to monitor their academic progress.
3. Program supports students to advocate for needed academic accommodations.
4. Students engage directly with the disability services office.
5. Students engage directly with academic advisors, faculty, and instructors.
6. Students make course selections.
7. Students provide accommodation requests to instructors in the same manner as any student with disabilities.

8. Students meet with instructors to discuss learning strengths, needs for support, and/or accommodation requests.
9. Students review their satisfactory academic progress (e.g., grades/transcripts/course completion) documentation each term.

#### Evidence of Practice

1. Description of process and supports provided to actively engage students in course registration, approaching and speaking to faculty, requesting accommodations
2. List of tools/strategies provided to support students about managing daily schedules

#### Practice 5.2B: Students are supported to develop and use self-determination skills in employment settings.

##### Examples of Practice:

1. Students receive information, skills, and practice disclosing their disability and requesting accommodations in employment settings.
2. Students receive support to choose whether and how to disclose a disability to their employer.
3. Students develop and regularly update their resumes, cover letters, and other application materials.
4. Students are supported to communicate while obtaining a job when they:
  - a. apply for desired jobs
  - b. schedule job interviews
  - c. make follow-up phone calls to potential employers
  - d. negotiate terms of employment
5. Students are supported to communicate while on the job about:
  - a. changing schedules
  - b. calling in sick
  - c. resigning from a job
6. Students have opportunities to assess their satisfaction with their employment status and how to request changes.

#### Evidence of Practice

1. Description of process and supports provided to students so they can be actively involved in the job search process
2. Description of how students are supported to interact directly with employers
3. Student resumes in various stages of development
4. Student reporting of their job search process, including follow up communications
5. Work observation and evaluations from employers

#### Practice 5.2C: Students are supported to develop and use self-determination skills in interpersonal interactions.

##### Examples of Practice:

1. Program offers students instruction and/or support regarding relationship development with peers/roommates/potential partners.

2. Students have opportunities for regular reflection on interpersonal goals.
3. Program provides students with individualized support, as needed, to communicate directly with peers when making social plans (e.g., arrange transportation, invite others to join them in activities).
4. Students receive support to disclose disability to classmates/peers, if desired.
5. Students receive information and support to learn about social activities, and decide which, if any, social events they will participate in.
6. Students choose with whom they spend unscheduled time.

#### Evidence of Practice

1. Process for student reflection on their interpersonal goals
2. Description of process and supports provided to students to manage their own social schedules
3. Description of approach related to supporting student self-determination in social activities
4. Provide examples of times when students were supported to make social plans

### **Quality Indicator 5.3: Student autonomy and preferences drive how family/supporters are involved in the program.**

**Practice 5.3A: The program has a process to ensure student preferences guide the role of family/supporters within their program.**

#### Examples of Practice:

1. Policies and practices support students' rights to privacy and choice as to how family is involved in their higher education experience.
2. Parents/family members meet with staff only with student consent.
3. Parents/family members receive information about student progress or experiences when the student approves.

#### Evidence of Practice

1. Description of the process used for students to decide how parents are involved in their college/university experience
2. Record of students' choices regarding family engagement

**Practice 5.3B: Program adheres to guidelines set forth by the Family Educational Rights and Privacy Act (FERPA).**

#### Examples of Practice:

1. Programs present Family Educational Rights and Privacy Act (FERPA) regulations in plain language at orientation (or otherwise before the start of the program) to students and families.
2. Program reviews FERPA regulations with students, families, and/or guardians.
3. Students receive plain language FERPA materials and training, including the choice of sharing information with their families/supporters.
4. Program informs students of their choice to waive or rescind previous waivers of their FERPA consent at minimum annually.
5. Program informs families that FERPA consent can be rescinded by their child as desired.

6. Program staff ensure family engagement activities are carried out in alignment with FERPA regulations.

#### Evidence of Practice

1. Copies of plain language FERPA materials shared at orientation
2. Sample communications reviewing FERPA guidelines
3. Plain language training materials on student waiver of FERPA rights
4. Sample consent to release student information form

### **Principle 6: Academic Access**

#### **The postsecondary education program supports inclusive academic access for students.**

#### **Quality Indicator 6.1: Students in the program enroll in a wide array of college/university courses in which students without disabilities are enrolled.**

Practice 6.1A: Students enroll in credit, audit, or non-credit/non-degree/continuing education courses offered by the institution and attended by students without disabilities (i.e., inclusive courses).

Note: To determine if a class is “inclusive” use the [Think College Inclusive Course Decision Tree](#).

#### Examples of Practice:

1. Students exclusively take inclusive classes attended by students with and without disabilities.
2. Students enroll in inclusive college/university courses (credit, non-credit, or audit) and/or inclusive work experiences every semester/term.
3. Students have the choice to take credit-bearing courses for credit or audit.
4. There are no courses designed specifically for students with ID.
5. The program works with the IHE to mitigate the impact of policies that impede access to college/university courses, such as requiring placement tests to enroll in college/university courses.
6. Students enroll without permission of the instructor unless permission is required for all college/university students.
7. Students can bypass course prerequisites with permission from the instructor.
8. Students may access priority or early registration for courses.
9. Students register during general registration (i.e., they are not required to wait until the end of registration).
10. Student status (e.g., non-matriculating, special student, continuing education student) does not limit access to college/university courses.

#### Evidence of Practice

1. Documentation of student enrollment in inclusive college/university courses and every semester/term, by enrollment type (credit, audit, non-credit) and by student
2. Documentation of any segregated classes taken by students each semester
3. Activities/strategies/policies employed to eliminate segregated instruction
4. Policies regarding placement testing and prerequisites waivers

5. Description of course registration procedure

**Practice 6.1B:** Students enroll in inclusive college/university courses of their choosing that are relevant to their personal, academic, and career goals.

Examples of Practice:

1. Students take college/university courses related to personal goals.
2. Students take college/university courses related to academic goals.
3. Students take college/university courses related to career goals.

Evidence of Practice

1. Description of student involvement in the development of their course of study
2. List of college/university courses taken by each student reflects alignment between students' evolving plans, program of study, interests, and long-term goals

**Quality Indicator 6.2: The program provides support and structures to ensure academic access and meaningful learning experiences in college/university classes.**

**Practice 6.2A:** Students have access to accessibility/disability services for provision of reasonable accommodations.

Examples of Practice:

1. Accessibility/Disability Services staff are knowledgeable about the program.
2. Accessibility/Disability Services staff are knowledgeable about general access needs of students in the program.
3. Students receive supports to identify needed accommodations.
4. Students learn about the process of requesting accommodations.
5. Students request and receive academic accommodations through Accessibility/Disability Services in their classes as needed.
6. Accessibility/Disability Services provides accommodations for students in the program in the same manner as other students with disabilities.
7. Program supports students to understand their choice to disclose their disability.

Evidence of Practice

1. Percentage of students registered with the Accessibility/Disability Services office
2. Percentage of students provided with accommodations and/or services through Accessibility/Disability Services office
3. Percentage of students who were denied accommodations and reasons for denial
4. Student satisfaction with accommodations received

**Practice 6.2B:** Program provides accessible course content, and (when necessary for audited courses) alternative assignments and methods of demonstrating achievement of learning objectives.

Examples of Practice:

1. Program and students identify and monitor learning goals and student progress for each audited college/university class.
2. Instructors are encouraged and supported to incorporate universal design for learning (UDL) principles in their courses, including multiple means of engagement, representation, and expression.
3. Course instructors meet with program staff to discuss alternative assignments and assessments (for audited courses) and/or course access strategies.
4. Program staff and course instructors identify essential text and/or chapter content for student review.
5. Program staff and course instructors provide essential course content for student study.
6. Program staff provide alternate methods of content representation.
7. Alternate methods of student expression of learned course content (including oral description or response to questions).
8. Instructors provide a grade or other end of semester feedback to students.

#### Evidence of Practice

1. Program policy or description of staff and faculty/instructor partnerships and timelines to develop course access strategies
2. Descriptions or examples of alternate assignments
3. Descriptions or examples of alternate methods of assessment
4. Documentation of faculty/instructor feedback regarding alternate assignments and assessments of student content learning

#### Practice 6.2C: Students have access to and instruction in the use of technology to support accessible and meaningful learning experiences.

##### Examples of Practice:

1. Program assesses student technology needs each semester for each new set of course demands.
2. Students have access to technology to support academic access, such as:
  - a. textbooks in alternative formats
  - b. computers
  - c. audio recordings of lectures
  - d. voice recognition software
  - e. text-to-speech programs
  - f. cell/smartphones
  - g. electronic calendars
  - h. reminder systems
  - i. note taking technology
3. Students receive support to use technology.
4. Technology is provided to students who don't have the means to obtain it themselves.
5. Students have access to campus student technology resources.
6. Students provide feedback on technology they have used.

#### Evidence of Practice

1. List of technology supports available to students

2. Evaluation process used to determine students' technology needs
3. Number and percentage of students who participated in technology-related trainings
4. Number and percentage of students who request additional training on technology
5. Examples of technology provided to students
6. Examples of student feedback on the effectiveness of technology

#### Practice 6.2D: Students have access to academic support providers who receive ongoing training and supervision.

##### Examples of Practice:

1. Students access peer academic support coordinated by the program.
2. Students access academic support available to all undergraduate students.
3. Students receive individualized academic support coordinated by the program as needed.
4. Academic support staff and peer mentors receive professional development.
5. Academic support providers receive ongoing supervision from the program and/or IHE.

##### Evidence of Practice

1. Number and percentage of students accessing support, by type (e.g., tutoring, writing lab, assistive tech, peer mentors)
2. Description of supervision processes used with academic support staff and peer mentors
3. List of trainings provided to academic support staff and peer mentors

#### Practice 6.2E: The program tracks academic progress and course completion.

##### Examples of Practice:

1. Program tracks and maintains course completion data by semester.
2. Program tracks students' academic progress for all required courses and activities in the program of study.
3. Program calculates, provides, and discusses satisfactory academic progress (SAP) with students each semester.
4. Students enrolled in courses for college/university credit are graded in the same way as degree-seeking students.
5. Course instructor assesses student coursework whether the course is audited or taken for credit.
6. Program regularly reviews satisfactory academic progress and course completion data to monitor racial, ethnic, and economic equity.

##### Evidence of Practice

1. Grading policy, rubrics, or other evaluation procedures for assessing progress in all activities, classes, and work-based learning/internships included in the course of study
2. IHE satisfactory academic progress (SAP) policy
3. SAP policy for students in the program
4. Course enrollment and completion spreadsheet



Practice 6.2F: Faculty/instructors receive information or training about the program and its students.

Examples of Practice:

1. The program partners with the academic teaching and learning center and/or disability services to provide universal design for learning (UDL) professional development.
2. The program offers training and individualized support on UDL practices to faculty and other teaching staff.
3. The program provides training to faculty on program goals and outcomes and other topics that help faculty understand the program and their role with the students.

Evidence of Practice

1. List of UDL workshops or training opportunities provided
2. Percentage of faculty who completed UDL professional development
3. Percentage of faculty who completed training related to the program and its goals
4. Training materials

## **Principle 7: Employment**

**The program provides students with the support and experiences necessary to seek and sustain competitive integrated employment.**

**Quality Indicator 7.1: The program offers a variety of career development activities for students.**

Practice 7.1A: Students participate in career awareness and exploration, work-based learning, and job-seeking activities, in a variety of inclusive settings, related to student career interests.

Examples of Practice:

1. Program conducts individualized career assessment, such as discovery activities, to determine students' career goals and interests.
2. Program facilitates inclusive on-campus or off-campus career awareness and exploration, work-based learning, and job-seeking activities for program students.
3. Students participate in career awareness and exploration, work-based learning, and job-seeking activities provided by the IHE (i.e., through the career services or other office) or by employment services providers.
4. Career development activities are consistent with those offered to other college or university students.
5. Students receive grades/assessments for internships and work-based learning opportunities required by the program of study.
6. Internships and other work opportunities are directly related to each student's career goals and interests.
7. Program develops new career exploration and work-based learning opportunities if existing options do not align with student interests.
8. Unpaid career development activities and internships are time-limited (e.g., no more than 2 academic terms).
9. Program identifies learning goals and monitors student progress for each employment experience.

10. Program maintains and regularly updates a list of community contacts for work-based learning and work experiences.

#### Evidence of Practice

1. List of students' career interests
2. Record and location of all career awareness and exploration experiences, work-based learning positions, and job-seeking activities students participated in
3. Examples of new work-based learning experiences developed each year to align with student interest
4. Number of experiences and length of time students spent in career development and unpaid work experiences during the program
5. Record of work-based learning experiences that led to job offers
6. Number of job offers received and accepted
7. Percentage of students participating in on or off campus internships or work-based learning opportunities in settings with people without disabilities
8. Documentation of student learning outcomes as a result of work experiences

#### Practice 7.1B: Students' course of study includes courses/internships aligned to their career goals.

##### Examples of Practice:

1. Students take courses directly related to specific career fields and interest areas.
2. Students participate in internships related to their career goals.

##### Evidence of Practice

1. Examples of individualized course of study and course participation to illustrate alignment to student career goals

#### Practice 7.1C: The program collaborates with campus career services, if available, to provide career development experiences.

##### Examples of Practice:

1. Program staff meet with the career services office to identify opportunities aligning with students' career development needs.
2. Students participate in workshops, resume reviews, mock interviews, and other services offered by the career services office.
3. Students have ongoing relationships with career services office staff.
4. Students attend institution-sponsored job fairs.
5. Students use the career services office's job listings/boards to identify job openings.
6. Career services materials and resources are accessible to students with disabilities.

##### Evidence of Practice

1. List of meetings with career services office

2. Spreadsheet of workshops, resume reviews, mock interviews, job fairs, and other career services office events attended by each student
3. List of job openings students identified and applied for through career services
4. Examples of accessible career services resources

**Quality Indicator 7.2: Students receive the supports necessary to obtain paid employment during the program and upon exit.**

**Practice 7.2A: While enrolled, students have access to qualified job developers and coaches.**

Examples of Practice:

1. Job developers and coaches have adequate qualifications/experience.
2. Job developers and coaches receive professional development.
3. Job developers and coaches have regular supervision from an experienced staff person.
4. Job developers create job opportunities for students by researching, identifying, and soliciting commitments from potential employers.
5. Job coaches work with employers to provide on-site employment support for students and support for workplace colleagues and managers.

Evidence of Practice

1. List of employer connections/meetings/training
2. List of new employment sites/positions and student interest alignments
3. Staff schedules for provision of employment services and supports
4. Professional development annual schedule (including title/topic) for job developers and coaches
5. List of training providers with qualifications
6. Employment staff resumes

**Practice 7.2B: While enrolled, students participate in paid work related to personal choice and career goals.**

Examples of Practice:

1. The program facilitates inclusive, on-campus or off-campus paid work for students.
2. All paid employment facilitated by the program is based on student choice.
3. Paid employment may include customized employment when desired by student.
4. Paid employment may include supported employment when desired by student.
5. All employment is paid by the employer.
6. Pay is at or above minimum wage.
7. Paid employment facilitated by the program relates to student's stated, post-program career goals.
8. Program develops new employment opportunities if existing options do not align with student interests.
9. Program offers students the opportunity to change or update their career goals.

Evidence of Practice

1. List of career goals and any changes for each student
2. Database/listing of all paid jobs obtained/held by students

3. Data on wages for all paid jobs
4. Percentage of students participating in on-campus paid work experiences relevant to the student's target credential and aligned with the student's career goals and interests
5. Percentage of students participating in off-campus paid work experiences related to the student's target credential or aligned with the student's career goals and interests
6. List of strategies used by the program to obtain paid employment positions

**Practice 7.2C: The program uses outreach and ongoing communication and training with employers and community partners both on-campus and off-campus to assist students to obtain and sustain employment while enrolled.**

Examples of Practice:

1. Program conducts informational interviews to understand area employers' needs.
2. Program maintains a list of contact information and monitors frequency of interaction with employers.
3. Program provides support and/or training for employees/coworkers as needed.
4. Program acknowledges the contributions of employers in meaningful ways.
5. Area employer(s) are represented on program advisory team/committee.
6. The program seeks employment for students from a diverse range of employers and regularly seeks additions to the employer list.

Evidence of Practice

1. List of contact information for employers
2. Notes from informational interviews with employers
3. List of engagement activities or events with employers
4. List of advisory team/committee members

**Practice 7.2D: Program provides students with information about resources and services to support employment after they graduate.**

Examples of Practice:

1. Program meets with students and desired others to develop post-graduation employment plans.
2. Program supports students to use career services at IHE if available.
3. Students develop written and/or digital resumes.
4. Students use resources in home area to identify job openings.
5. Students apply for jobs before graduation.
6. Students are connected to adult service agencies, and if applicable, VR, if desired by the student and family to support employment goals.

Evidence of Practice

1. Meeting notes/written plan for employment and supports post exit
2. Description of employment transition practices
3. Percentage of graduates employed

Practice 7.2E: Program collects objective evaluation data on student employment at least annually.

Examples of Practice:

1. The program collects data on jobs held, wages, number of hours worked per week, pay increases, and benefits for:
  - a. students in the program
  - b. students at the point of exit from the program
  - c. graduates who completed the program (up to 5 years after graduation)
2. The program collects data on the number of job applications, job interviews, job offers, and reasons for continued unemployment for students in the program up to the point of exit.
3. The program collects employer evaluations and feedback for enrolled students.

Evidence of Practice

1. Summary of employment data for current students
2. Summary of employment data for graduates
3. Summary of employer evaluations and feedback

## **Principle 8: Campus Membership**

**The program facilitates authentic and inclusive campus membership for its students.**

**Quality Indicator 8.1: Program provides access to and support for participation in campus social organizations and individual social experiences.**

Practice 8.1A The program ensures students are exposed to and supported to participate in campus activities, organizations, and programs of their choosing.

Examples of Practice:

1. Students may choose to attend campus clubs, programs, and activities without staff approval or attendance.
2. Students may access program or natural supports to participate in campus activities.
3. Program teaches students the process for accessing supports needed to participate in campus activities.
4. Peer support recruitment and availability is sufficient to meet student needs.
5. The program engages with relevant campus community members as student support needs arise.
6. Students attend campus organization fairs and/or student involvement information sessions.
7. If student status at the college/university presents a barrier to participation in groups associated with external organizations (e.g., Greek life or athletics) the program works with the IHE and the organization(s) to overcome this barrier.

Evidence of Practice

1. List of campus activities, organizations, and programs students participate in

2. List of any campus activities, organizations, and programs students have been denied access to and efforts by the program to overcome the barriers
3. List of natural peer supports with their availability to connect or meet student needs
4. Process used to support students in arranging their own campus experiences
5. Satisfaction data from students on their level of involvement in campus activities
6. List of campus organization fairs and/or student involvement information sessions attended by students

**Practice 8.1B Students are encouraged and supported to develop and expand their social networks and personal relationships.**

**Examples of Practice:**

1. Students have social opportunities of their choosing (e.g., meeting up with a friend or group of friends).
2. Program provides supports to students for arranging opportunities to meet up with friends.
3. Program provides support, as requested by students, for developing personal relationships.

**Evidence of Practice**

1. Process used by students to arrange their own social opportunities
2. Satisfaction data from students on their social networks
3. Satisfaction data from students on supports provided for developing personal relationships

**Practice 8.1C: Students are supported to use technology to support social communication, including email, texting, and social media.**

**Examples of Practice:**

1. Students receive individual training on the use of social communication tools, including email, texting, and social media.
2. Students may choose to participate in social media.
3. Students are supported to use social media safely.

**Evidence of Practice**

1. Program policies regarding access to technology and social media
2. List of technology accessed by students
3. Descriptions of technology training provided to students and staff

**Practice 8.1D: Students are supported to participate in student government or other campus leadership opportunities if they choose to.**

**Examples of Practice:**

1. Students attend student government meetings if they desire.
2. Students run for elected positions in student government if they desire.
3. Students may access program or natural supports to participate in student government or other campus leadership opportunities.
4. The program seeks solutions if student status at the IHE presents a barrier to participation in student government or other campus leadership opportunities.

#### Evidence of Practice

1. Number of students who attended student governance meetings
2. Number of students who participate in other campus leadership opportunities
3. Explanation of any students who choose to run for elected positions and results of elections
4. Examples of supports provided to students to participate in student government or other campus leadership opportunities.

### **Quality Indicator 8.2 Students are supported to develop and use skills necessary for participation in campus life.**

#### Practice 8.2A Students have access to needed transportation and related instruction and supports to navigate to, from, and around campus.

##### Examples of Practice:

1. Students use campus transportation such as campus buses, night ride programs, and shared bike/scooters.
2. Students have access to community transportation such as public buses, taxis, paratransit, ride-sharing, and other naturally occurring transportation options.
3. Program conducts ongoing evaluation of student transportation needs.
4. Student status at the IHE does not present a barrier to accessing campus transportation.
5. Students receive instruction on use of the campus map or technology to navigate campus and community, if desired
6. Students receive instruction on use of campus and community transportation systems (e.g., bus).
7. Students receive instruction on safety considerations for navigating campus and community.
8. Program facilitates access to city/regional transit training.
9. Trained peers and/or program staff are available to provide support to students as needed.

#### Evidence of Practice

1. List of transportation resources available to students
2. Description of instruction provided on the use of travel options
3. Description of support provided to use travel options

#### Practice 8.2B Program provides or facilitates access to individualized instruction or support for students to participate in campus life.

##### Examples of Practice:

1. Program assesses the skills of each individual student so they can be successful during their time on campus (e.g., financial management, interpersonal relationships, health management).
2. Program staff collaborate with each student to choose personal learning priorities and desired supports for campus life.

3. Program provides individualized instruction about skills necessary for participation in campus life in natural settings or in learning opportunities offered by the IHE to all students, not in a separate class.
4. Program facilitates access to workshops or other opportunities offered by the IHE to learn or practice skills necessary for participation in campus life (e.g., residence life workshops).

#### Evidence of Practice

1. Description of activities conducted to determine students' needs and personal learning priorities for participation in campus life
2. Description of individual instruction provided to students to support participation in campus life
3. List of student attendance at learning opportunities offered by the IHE to all students
4. List of supports provided to each student for participation in campus life

### **Quality Indicator 8.3 Students in the program have access to campus-affiliated housing, if available.**

Practice 8.3A: Program staff work with college/university administration and residence life staff to ensure campus housing is accessible to students in the program.

#### Examples of Practice:

1. Program develops and maintains policies supporting collaboration between program staff and campus housing and residence life staff that detail roles and responsibilities of each office.
2. Program has a memorandum of understanding with residential life/campus housing office detailing housing access, roommate selection process, and conduct expectations.
3. IHE residence life staff primarily support students in the residence halls.
4. Residence life staff receive training about the program goals and the importance of fostering student self-determination and independence.
5. Program staff provide individualized residential supports, as needed, and coordinate supports with typical residence life activities and trainings.

#### Evidence of Practice

1. Housing Policy records
2. Copy of memorandum of understanding with residential life/campus housing office
3. Examples of student support provided by residence life staff
4. Examples of additional supports provided by program staff
5. Sample training materials on program goals
6. Sample training materials on fostering self determination

Practice 8.3B. Students have choice in and access to campus-affiliated housing.

#### Examples of Practice:

1. Students may choose where to live on campus.
2. Students have choices in selecting a roommate.



3. Students have access to all residence hall amenities (e.g., kitchen, lounges).
4. Students have neighbors without disabilities.
5. Program supports student access to on-campus and off-campus student housing resources.
6. Program has a memorandum of understanding with residential life/campus housing office that details housing access and roommate selection.

#### Evidence of Practice

1. Number/percentage of students who live on campus
2. Number of students who have neighbors without disabilities
3. Policies related to campus housing for students in the program
4. Roommate selection process

#### Practice 8.3C Students in the program have residence life experiences that are the same as other students.

#### Examples of Practice:

1. Students are regularly engaged in residence hall activities.
2. Students follow the same processes and rules as other residents of campus-affiliated housing without special restrictions (e.g., same curfew, guest policy, move-in procedure)
3. Students choose when and where they want to eat.

#### Evidence of Practice

1. Examples of student participation in residence life activities
2. Student evaluation of residence life experience

#### Practice 8.3D Residence life supports are designed around the needs of each student.

#### Examples of Practice:

1. Support is individualized to each student rather than a “one size fits all” approach.
2. Program uses person-centered planning to determine support needs for each student.
3. There is flexibility in housing options to allow for best fit for each student.
4. IHE residence life staff primarily provide student support in the residence halls.
5. Support is available for students with a variety of support needs.
6. Support is available on nights and weekends if needed.
7. Residence life staff receive training about the program and inclusive residential life.
8. Additional residential supports provided by the program or community-based providers are coordinated with typical residence life activities and trainings.
9. Program has a memorandum of understanding with residential life/campus housing office that details roles and responsibilities of each office in supporting students in residence life.

#### Evidence of Practice

1. Examples of how supports are individualized for students living in residence halls
2. Residence halls policies, practices and requirements reflecting flexibility and individualization

3. List of trainings provided to residence support staff
4. Summary of evaluations collected from trainings with residence support staff
5. Students in the program are involved in meetings with others when their residence life participation and supports are discussed

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